

LEADING INSTRUCTIONAL CONVERSATIONS

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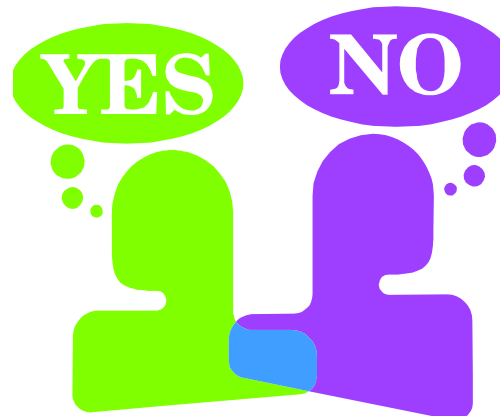


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Some of the components of instructional conversations that we will work with today include:

- *Building trust/establishing the tone for instructional conversations in 21st century education (common core, college-career readiness, etc.)*
- *Establishing a focus/objective*
- *Developing a conversation protocol*
- *Distinguishing between evidence/opinion*
- *Supporting observed strengths/areas of refinement*



Student differences are acted upon when problematic

Assessment is most common at the end of learning to see "who got it"

Whole-class instruction dominates

Coverage of texts & curriculum drives instruction

Single option assignments are the norm

Teacher administers tests then moves on in the curriculum

Traditional

Student differences are studied as a basis for planning

Assessment is ongoing to understand how to make instruction more responsive to learner need

Many instructional strategies are used

Student readiness, interest, and learning profile shape instruction

Multi-option assignments are frequently used

Teacher test and reteach based on student mastery level

Standards-based

THINK TANK



Take just a minute to think about the first evaluation you received as a teacher. What comes to mind about that post-observation meeting with your administrator?

Did those comments guide your instructional process, hinder it, etc?



An Instructional Conversation Protocol

Making Connections and Building Trust

- Identify successes and challenges

Establish a Focus of Work by:

- Paraphrasing
- Clarifying

Support the Teacher's Movement Forward by:

- Direct teaching
- Collaborative problem-solving
- Reflective questioning

Promote accountability by:

- Identifying specific next steps
- Agreeing to follow-up



Two types of classroom data

- Evidence, based on objective observations, documentation, demonstration, etc.
- Opinion, based on inferences, conclusions, perspective



Evidence vs. Opinion

EVIDENCE	OPINION
<ul style="list-style-type: none">• Observable and specific• Objective• Free of value judgment• Unambiguous	<ul style="list-style-type: none">• Draws conclusions or includes inferences• Subjective• May include value judgment• May be subject to debate



Analyzing Sentences

With your partner:

- Review the sentences below
- Circle the words or phrases that imply opinion and/or are left open to interpretation

1. Most of the students were on task today.
2. When you went over the directions for the area and perimeter activity, two students raised their hands and asked questions about how they were going to be graded on this partner activity while three other students in the back of the room were writing notes to each other.
3. When three students came in tardy five minutes into your lesson, I noticed that some students got off track, began to fool around, and stopped paying attention.
4. While you led a direct instruction segment of the lesson, I noticed that you used proximity to keep the three boys seated in the front of the room from talking to each other.

Paraphrasing

Paraphrasing communicates that the listener has...

- HEARD what the speaker said,
- UNDERSTOOD what was said, and CARES

Paraphrasing involves either:

- RESTATING in your own words, or
- SUMMARIZING

Some possible paraphrasing stems include the following:

- *So,...*
- *In other words,...*
- *What I'm hearing then,...*
- *What I hear you saying,...*
- *From what I hear you say,...*
- *I'm hearing many things,...*
- *As I listen to you I'm hearing,...*



Clarifying

Clarifying communicates that the listener has...

- HEARD what the speaker said,
BUT does NOT fully UNDERSTAND what was said.

Clarifying involves:

- ASKING A QUESTION [direct or implied] to:
 - 1. Gather more information
 - 2. Discover the meaning of the language used
 - 3. Get clarity about the speaker's reasoning
 - 4. Seek connections between ideas
 - 5. Develop or maintain a focus

Some possible clarifying stems include the following:

- *Would you tell me a little more about...?*
- *Let me see if I understand...*
- *I'd be interested in hearing more about...*
- *It'd help me understand if you'd give me an example of...*
- *So, are you saying/suggesting...?*
- *Tell me what you mean when you...*
- *Tell me how that idea is like (different from)...*
- *To what extent...?*
- *I'm curious to know more about...*
- *I'm intrigued by... / I'm interested in... / I wonder...*

- **NOTE:** "Why" tends to elicit a defensive response.



Mediational Questions

- Mediational questions help the colleague
- HYPOTHESIZE what might happen,
- ANALYZE what worked or didn't
- IMAGINE possibilities
- COMPARE & CONTRAST what was planned with what ensued

Some mediational question stems include...

- *What's another way you might... ?*
- *What would it look like if...?*
- *What do you think would happen if...?*
- *How was...different from (like)...?*
- *What sort of an impact do you think...?*
- *What criteria do you use to...?*
- *When have you done something like...before?*
- *What do you think...?*
- *How did you decide...(come to that conclusion?)*
- *What might you see happening in your classroom if...?*



Non-Judgmental Responses

Non-judgmental responses help to...

- •Build trust
- •Promote an internal locus of control
- •Encourage self-assessment
- •Develop beginning teacher autonomy
- •Foster risk-taking

Possible examples:

- **Identify what worked and why**
- *I noticed how when you ___ the students really ___*
- **Encourage**
- *It sounds like you have a number of ideas to try out!*
- *It'll be exciting/interesting/great to see which works best for you*
- **Ask the teacher to self-assess**
- *How do you think the lesson went and why?*
- **Ask the teacher to identify her or his role**
- *What did you do to make the lesson so successful?*
- **Listen**
- **Ask sincere questions**
- **Show enthusiasm for and interest in the teacher's work**
- **and thinking**
- *I'm interested in learning/hearing more about...*
- *I'm really looking forward to...*



PARTNER PRACTICE ACTIVITY

- Form groups of four at your table.
- Decide who will be a teacher, who will be a principal, and who will be observers who will provide suggestions to the principal during time-outs.
- Read the scenarios from the sheets on the table. As a group, select one to use for a conversation.
- The teacher takes the folded sheets from the tabletop and reads what their position will be regarding the scenario.
- Begin the conversation. Start with an opening, but get to what you want to talk about as soon as possible.
- Continue the conversation with the teacher, referring to the guide as necessary.
- At 2 minutes (or sooner), call a time-out and ask the observers for ideas on where to go next. Continue for another minute or two. Continue this until told to stop, stopping and asking for help when you want/need to.



Observed Strength

At the end of the conference/discussion, the teacher will understand examples of _____ observed in the lesson.

Area of Refinement

At the end of the conference/discussion, the teacher will understand examples of _____ observed in the lesson.

